**Instructional Events: 1 day teacher training workshop:**

Writing in black indicates the schedule for the day

Writing in blue indicates dialogue the leaders will have

Writing in red indicates ideas/dialogue

Material List at end

**Arrive/Sign in**

**Welcome**

**Introduce subject:**

Lesson 1:

“The big focus in schools today seems to have become the idea of helping the underachiever. There are many programs out there to help with our struggling learners, whether it be one-on-one or going to a resource room. But what about the high achiever? Little has been done in the academic community to ensure that our high achievers are being both challenged and engaged. In the classes I have been a part of, there is an unfortunate trend starting concerning the high achieving students being left behind. Being left behind is typically a phrase we would see in when looking at lower learners, but it’s possible for our high achievers as well.

In many classrooms, high achievers finish work quickly and have nothing to do. This may be a case of the work being too simple or a case of students being fast workers, but in either case the response is typically the same. . “get a book out to read, the rest of the class isn’t done.” Today we are going to look at a new system that is designed to help our high achievers accomplish scholastic goals and challenge themselves further.”

**Brainstorm:**

“Take a minute to talk with your table partners about this situation and how it’s handled in your classroom.”

**Lesson:** “As I walked around, many ideas were sparked, but in reality none of us are doing them. So what is the solution? What do we do when we have students finishing an assignment early? Let’s look at some goals….”

**Introducing Goals:**

* + Engage student
  + Keep the student learning/progressing in their knowledge
  + Make the work easily accessible
  + Keep the student motivated
  + Enable the student to be able to work independently without needing teacher assistance

**Introduce Artifact Boxes:**

Lesson 2:

“What we want to introduce to you today and have you take back and put to use in your classroom are artifact boxes. An artifact box is a simple, self-disciplined project, in which a student picks an area of study and designs a box full of things that represent that particular thing. For example, you may be studying Penguins and the Antarctic in your class, the artifact box may be as simple as some pictures of penguins, what they eat, and where they live, or it can be more complex.”

“The idea is that each student will be able to work independently and can make the box as intricate as they so choose. They can use resources that are in the classroom and build their box to represent their thoughts about a subject/theme.”

* Boxes should be about 12” x 9 “x 2” (please no boxes too big for students to bring to school on their own).  Gift, pizza, or pastry boxes work great!
* Boxes should have a label on top of the lid stating the title or subject of the contents, student’s name, and a brief description of the contents (artifacts)

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* Artifacts/models should be made by the students, not purchased, to reflect the topic researched (clothing, shelters, tools, etc.).

**Designing a box:**

Lesson 3:

Have table groups design an artifact box using the supplied materials. Each table will be given a different theme: Arctic, Desert, Jungle, United States, and School.

**Break for Lunch**

**Finish Boxes:** teams can continue to work on their boxes

**Sharing/Reflect**: all teams will share their box and reflect on the process as a group

“What did you discover about this project? Is it something you think you could successfully implement in your classroom? Drawbacks/criticisms?”

**What next?**

The next part of making the artifact box would be to have the student reflect on their work. Every day the goal would be for each student that has been working on a box to reflect on it. Students will be given a 5-minute warning before the class switches to the next activity and at that time the student needs to break away from working on the actual box and begin their reflection for the day. Teachers will provide a journal for the student to reflect in. The journaling should be student-directed and encompass something they learned that day in regards to their project.

There are many ideas that students can use to reflect, that will incorporate other educational skills, such as:

* Writing about the artifacts
* Writing poems
* Writing a list of the artifact box contents
* Descriptions of the items
* Telling a story about the box
* Draw a picture

**How to introduce to your class:**

Lesson 4:

Introducing the idea of a box to your class can be quite simple. Remember that they may need reminders and some guidance the first few times of using the boxes.

* Discuss who will be working on the boxes: when they finish work early (and accurately)
* Discuss rules for the boxes (working quietly and independently)
* Show where supplies will be kept

**Wrap Up:**

Discuss that the presenters of the program will do random drop-ins in the classrooms this is being implemented in to see how the program is working.

**The Learning Cycle**

**Materials needed for the workshop:**

Sign-up sheet with name and school of attendees

Sign-up sheet for earning hours (if possible)

Tables/Chairs set up in groups

Computer

Avervision

Have sample boxes made by children with descriptions

Have samples of journals done by children

Pens/Pencils/Paper

Markers

Paint

Boxes

Art supplies for the box contents: fabric remnants, tongue depressors, magazines to cut out pictures or words, books on subjects, Q-tips, buttons, etc.

Glue

Cotton

Stickers representing subjects

Provide lunches, drinks (water, pop, coffee)